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ABSTRACT

This document consists of a compilation of one fact sheet and two bibliographies into a single package on minority personnel. Facts are presented on the percentages of undergraduate students enrolled in elementary and secondary education training programs who belong to various minority groups. Statistics are also presented on minority group students in master's programs, teacher shortages in central cities, and teachers' plans to remain in the education field. In addition to a list of references accompanying the statistical data, a bibliography of 58 items is attached. The bibliography lists publications on: supply of and demand for personnel from minority groups in special education, general education, and higher education; trends concerning minority personnel in the teaching force; and demographic data influencing supply of and demand for education personnel from minority groups. (JDD)

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Education Personnel from Minority Groups: Some Facts

Teacher Testing and Minorities: Suggested Readings
and

Bibliography: Minority Personnel/Supply and Demand

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Education Personnel From Minority Groups: Some Facts

- Nearly 30 percent of the school-aged population and about 33 percent of the preschool population is composed of minority students. However, among undergraduates enrolled in elementary education training in the first semester of 1987-88, 5.3 percent were black, 3.7 percent were Hispanic, and 1.3 percent were Asian. Among those enrolled in secondary education training, 6.3 percent were black, 1.9 percent were Hispanic, and less than 1 percent were Asian. (American Association of Colleges for Teacher Education, 1988).

- There is a trend among black high school graduates to join the military or the work force, rather than attend college (College Board, 1987).

- A review of National Teachers Examination data by the New York Public Interest Research Group showed a low pass rate for women and minorities, suggesting that the examination exhibits gender and racial bias (New York Public Interest Research Group, 1988).

- Although minority students in the South make up nearly 22 percent of total undergraduate enrollments in Communication Sciences and Disorders, only 8.9 percent of students enrolled in master's programs are members of minority groups. Since the American Speech-Language-Hearing Association requires the master's degree for professional entry, it appears that most of the minority students who undertake study in Communication Sciences and Disorders do not pursue the necessary advanced degree and may leave the profession entirely (Richardson, 1988).

- Among teachers in the 1988 Metropolitan Life survey, 34 percent said they will leave teaching in the next five years; of these, 25 percent are white teachers and 41 percent are teachers from ethnic minority groups. Fifty-five percent of minority teachers who have been teaching less than five years say they intend to leave teaching in the next five years (Louis Harris & Associates, 1988).

- In California, white pupils became a minority in the schools in fall 1988, comprising 49 percent of the school population. California follows three other states where whites are already in the minority in schools: New Mexico (47 percent), Mississippi (44 percent), and Hawaii (23 percent). Texas, South Carolina, Louisiana, and Maryland are likely to follow in the next few years as white populations dwindle and minority populations surge (LINC Resources, Inc., 1988).

- Children in poverty and children from ethnic minority backgrounds are increasingly located in central city schools, which also have the worst teacher shortages and, consequently, the most underqualified new hires. By 1988, only seven of the 25 largest city school systems in the United States are expected to maintain white enrollments of more than 30 percent (Oakes, 1987).

- In 1983, teacher shortages were three times as high in central cities as in rural or suburban districts. More than 14 percent of all newly hired teachers in central cities in 1983 were uncertified to teach in their principal assignments. The greatest teacher shortages were in bilingual education and special education, which are in particularly great demand in inner cities; these fields were also reported as having the highest proportions of uncertified teachers (Darling-Hammond & Green, 1988).

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November 1988

Minority Shortages/#2

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January 1989

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Information on Personnel Supply and Demand

BIBLIOGRAPHY: MINORITY PERSONNEL/SUPPLY AND DEMAND

This partial bibliography lists publications that contain:

- o Data on the supply of and demand for personnel from minority groups in special education, general education, and higher education.
- o Information on trends concerning minority personnel in the teaching force.
- o Demographic data that may influence the supply of and demand for personnel from minority groups in education in the future.

A separate list of readings is available on the impact of teacher testing on members of minority groups and on their access to positions in the teaching profession.

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